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THE REVISED SYLLABUS FOR A THREE-YEAR HIGH-SCHOOL  
COURSE IN GERMAN PRESENTED AT THE GERMAN  
SECTION OF THE TWENTY-SEVENTH EDUCATIONAL  
CONFERENCE AT THE UNIVERSITY OF CHICAGO,  
FRIDAY, APRIL 16, 1915

At the German section of the Educational Conference at the University of Chicago in April, 1913, a committee consisting of three high-school teachers and a representative of the University of Chicago presented a syllabus for a three-year high-school course in German. In the discussion of the syllabus at this meeting and also at the conference the following year, the opinion was expressed by some that teachers in public schools with large classes could not complete the work outlined in the syllabus within the given time. A new and larger committee was therefore appointed on motion of the conference last year to revise the syllabus. This committee submitted at the conference this year a syllabus which seems to meet the approval of a large body of high-school teachers. A comparison with the original syllabus published in the *School Review*, XXII, No. 2 (February, 1914), will show that the reading requirement and the work in grammar have been reduced in the revised syllabus. The work in composition also has been made a little lighter in the third year. The reading-lists recommending books of a certain degree of difficulty for each year were left unchanged except that a few additional books were suggested. The revised syllabus without the reading-lists follows:

GERMAN I

READING

60-100 pages.

COMPOSITION

Drill in construction of sentences based on text. Free reproduction of very simple reading-matter, oral and written. Some translation into German of English based on text read.

1. Thoroughness in all phases of the work is necessary.
2. Special attention should be given to pronunciation.
3. Grammatical forms and rules of grammar should be learned through emphasis put on their application in the oral and written composition mentioned above.
4. The memorizing of a few easy poems is desirable. Incidentally, this may be a great aid in the acquiring of a correct pronunciation.

## GRAMMAR

Declension of the definite and indefinite articles, demonstratives, and possessive adjectives.

Noun declension.

Adjective declension: Weak and mixed.

Declension of personal pronouns.

The interrogative and relative pronouns should be explained but thorough drill in their use should be reserved for the second year.

Verbs:

Principal parts of the most common strong verbs (about 40).

Conjugation of strong and weak verbs in five tenses.

Polite form of the imperative.

Present and imperfect tenses of the modals and their most common meanings.

The reflexive verbs, present and imperfect.

Prepositions with the dative, the accusative, and with both the dative and the accusative.

Word-order:

Normal, including the use of *aber*, *allein*, *sondern*, *denn*, *oder*, and *und*.

Inverted order.

Transposed order, with special emphasis on the use of *als*, *weil*, *wenn*, and *dass*.

No topic need be presented in all its details, but whatever is taken up should be done thoroughly. The mastery of noun, adjective, and verb forms and of word-order is of especial importance.

## GERMAN · II

## READING

100-150 pages.

## COMPOSITION

Questions and answers on simple texts should lead to the oral and written reproduction of the same. Translation into German of connected English based on text read may be substituted in part.

## GRAMMAR

A. The following subjects should be thoroughly taught and drilled:

Review of the grammar of German I.

Frequent review of adjective declension and word-order, by means of "German-German" exercises.

Inflections not completed in German I, as follows: nouns; adjectives—strong declension, comparison; relative and interrogative pronouns; verbs—principal parts of additional strong verbs and the most common irregular weak verbs, occurring in the reading; the most common verbs requiring the dative.

- B. The following topics may be explained and some drill may be given. It cannot be expected, however, that proficiency can be attained at this time in their use in oral and written composition. Further drill must be given in succeeding years:

Modals, and verbs used like the modals, in perfect tenses with accompanying infinitive, not including their use in dependent clauses.

The passive voice, five tenses.

The subjunctive mode in indirect discourse and unreal condition, and the first conditional in connection with these.

The most common prepositions with the genitive.

### GERMAN III

#### READING

About 300 pages. Texts recommended for German II may well be used for more rapid reading in German III and for outside reading. The magazines *Aus Nah und Fern* and *Die Woche* are recommended for use throughout the course at the discretion of the teacher. The classics and the formal study of literature should not yet be attempted. It should rather be the aim to cultivate an intelligent appreciation of the works of the modern authors read in class.

#### COMPOSITION

Some free reproduction of texts read and simple theme-writing on topics suggested by the text.

For more thorough work in free reproduction, simpler texts should be chosen, as for example, Stern's *Geschichten vom Rhein*.

#### GRAMMAR

Review of grammar and thorough drill on topics under "B" in German II. Further details of grammar as the need for them arises.

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